Georgia Department of Education

Comprehensive Needs Assessment
2023 - 2024 District Report

Randolph County

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Tangela Madge
Multiple Program(s)	Federal Programs Director	Donna Drakeford
Multiple Program(s)	Curriculum Director	Paulette Richmond Hart
Multiple Program(s)	School Leader (#1)	Zelda White-Davis
Multiple Program(s)	School Leader (#2)	Elizabeth Knighton
Multiple Program(s)	Teacher Representative (#1)	Darlene Register
Multiple Program(s)	Teacher Representative (#2)	Sommier Thomas
McKinney-Vento Homeless	Homeless Liaison	Shayla Gilbert
Neglected and Delinquent	N&D Coordinator	Shayla Gilbert
Rural	REAP Coordinator	Donna Drakeford
Special Education	Special Education Director	Tosha Middlebrooks
Title I, Part A	Title I, Part A Director	Donna Drakeford
Title I, Part A	Family Engagement Coordinator	Shayla Gilbert
Title I, Part A - Foster Care	Foster Care Point of Contact	Shayla Gilbert
Title II, Part A	Title II, Part A Coordinator	Donna Drakeford
Title III	Title III Director	Donna Drakeford
Title IV, Part A	Title IV, Part A Director	Donna Drakeford
Title I, Part C	Migrant Coordinator	Donna Drakeford

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Donna Drakeford
Multiple Program(s)	Testing Director	Laura Perkins
Multiple Program(s)	Finance Director	Destiny Dykes
Multiple Program(s)	Other Federal Programs Coordinators	Tosha Middlebrooks, Special Ed.
Multiple Program(s)	CTAE Coordinator	Shebbie Williams
Multiple Program(s)	Student Support Personnel	Katrina Sherman

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Zelda White Davis
Multiple Program(s)	High School Counselor / Academic Counselor	Tanika Wooden
Multiple Program(s)	Early Childhood or Head Start Coordinator	Tomeshia Foster
Multiple Program(s)	Teacher Representatives	
Multiple Program(s)	ESOL Teacher	
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	Elizabeth Knighton
Multiple Program(s)	ESOL Coordinator	
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	
Migrant	Preschool Teacher	
Special Education	Student Success Coach (SSIP)	
Title II, Part A	Human Resources Director	
Title II, Part A	Principal Supervisors	
Title II, Part A	Professional Learning Coordinators	Paulette Richmond Hart
Title II, Part A	Bilingual Parent Liaisons	
Title II, Part A	Professional Organizations	
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	Ramel Thomas
Title II, Part A	Local Elected/Government Officials	David Hamm, City Council
Title II, Part A	The General Public	Rhonda Jones, Parent
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	
Title III	Representatives from Businesses Employing Non-English Speakers	
Title IV, Part A	Media Specialists/Librarians	Jaquetta Johnson
Title IV, Part A	Technology Experts	Laura Perkins, James Cobb
Title IV, Part A	Faith-Based Community Leaders	Teresa Nicholson

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Gary Johnson
Multiple Program(s)	Private School Officials	Anna Massey
Migrant	Out-of-School Youth and/or Drop-outs	Shayla Gilbert
Title I, Part A	Parent Representatives of Title I Students	Shantae Christian
Title I, Part A - Foster Care	Local DFCS Contacts	Laura Sheffield
Title II, Part A	Principals	Elizabeth Knighton
Title II, Part A	Teachers	Onlexus Jones
Title II, Part A	Paraprofessionals	Rosalind Snelling
Title II, Part A	Specialized Instructional Support Personnel	Wynathia Jenkins
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Beth Davis, Albany Technical College
Title III, Part A	Parents of English Learners	No EL Students at this time

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Traci Roach
Multiple Program(s)	Technical, College, or University Personnel	Beth Davis, ATC
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Rhonda Jones
21st CCLC	21st CCLC Advisory Council Members	
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	
Migrant	Local Farmer, Grower, or Employer	
Migrant	Family Connection Representatives	

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Migrant Workers or Migrant Community Leaders	
Migrant	Farm Worker Health Personnel	
Migrant	Food Bank Representatives	
Migrant	Boys and Girls Club Representatives	
Migrant	Local Health Department Representatives	
Migrant	ABAC MEP Consortium Staff	
Migrant	Migrant High School Equivalence Program / GED Representatives	
Migrant	College Assistance Migrant Programs	
Neglected and Delinquent	Residential Facility(ies) Director(s)	
Special Education	Parents of a Student with Disabilities	
Special Education	Parent Mentors	
Title II, Part A	School Council Members	

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Recommendations from each school were chosen as members of this district team. Many were school governance team members and had knowledge about issues surrounding the organization and instructional program. These identified individuals were asked for their input and participation.

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	There are two district leadership teams in Randolph County Schools: Curriculum & Instruction (Superintendent, Asst. Superintendent, Principals and Directors) and Operations (Superintendent and all other departments). Both teams, as well as school governance teams; business partners and civic organizations were involved in the CNA process. The building principals from the district C & I Leadership Team was asked to work with school leadership teams to solicit feedback from all teachers and other stakeholders. Representatives from all school levels were included in the team meetings. The district administrators from C& I Leadership Team worked with Operations Leadership Team (school nutrition, technology, maintenance and transportation), and parent groups to form an inclusive group with varied perspectives. Input from stakeholders was gathered through surveys. Upon completion, the document will be posted on the district website and communicated to the board members at an upcoming board meeting.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capcity of school staff to lead curriculum design efforts.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	✓
2. Operational	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	
3. Emerging	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
2. Operational	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
3. Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
2. Operational	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
3. Emerging	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
1. Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	
2. Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	✓
3. Emerging	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
4. Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
1. Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	
2. Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	✓
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	✓
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently.	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short- term basis as a solution for immediate, pressing needs.	
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
3. Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
4. Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
1. Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
4. Not Evident	The district does not use protocols or processes for problem solving, decision- making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, buy may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	✓
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	

Leader Keys Effectiveness System- Standard

Standard	Score
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
1. Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
4. Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
2. Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	✓
3. Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
4. Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	✓
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	✓
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
1. Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
1. Exemplary	The district engages family and community members to take leadership roles in feedback and problem- solving activities throughout the district.	
2. Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	✓
3. Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
4. Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	✓
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
1. Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
4. Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
1. Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	
2. Operational	The district provides, coordinates, and monitors student support systems and services.	✓
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

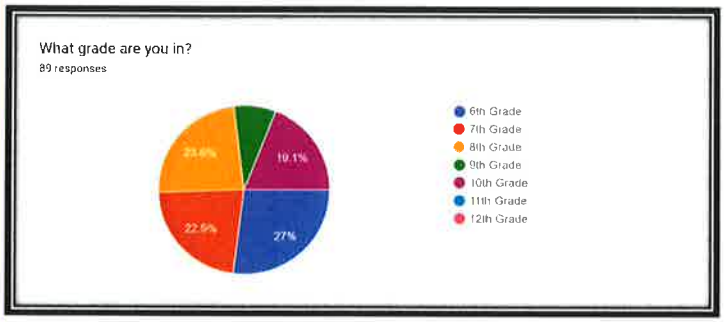
Teacher Keys Effectiveness System- Standard

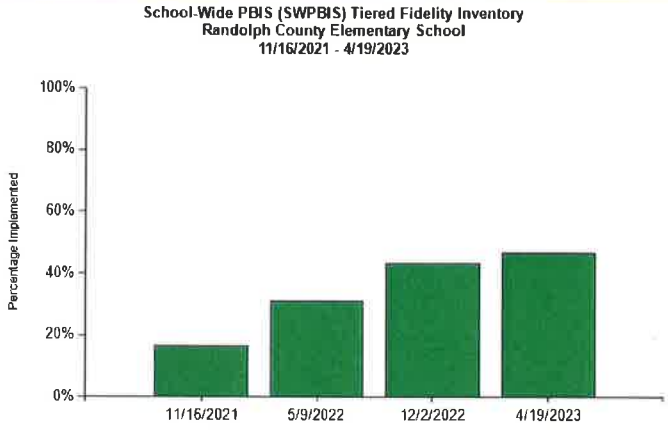
Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

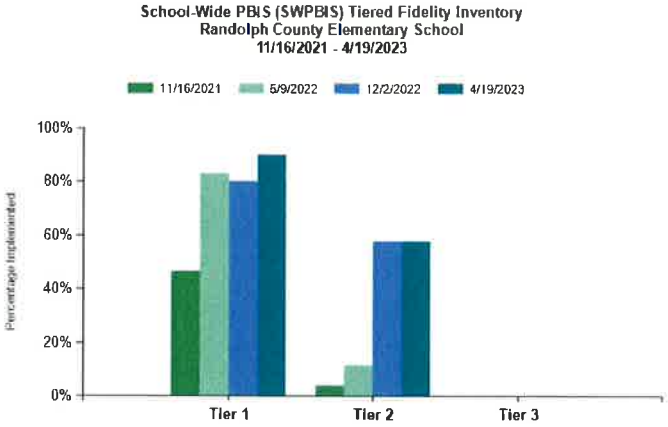
2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

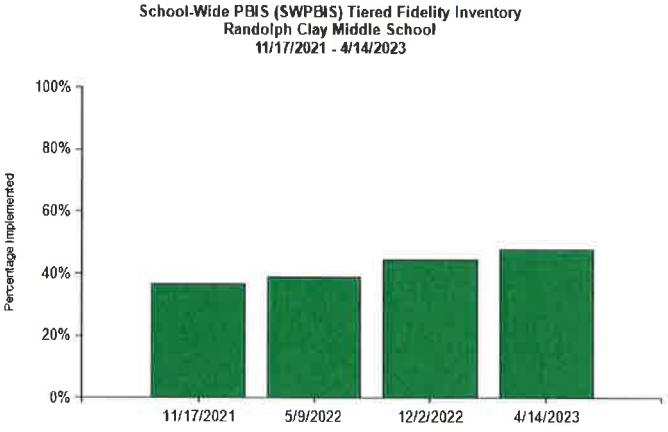
Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

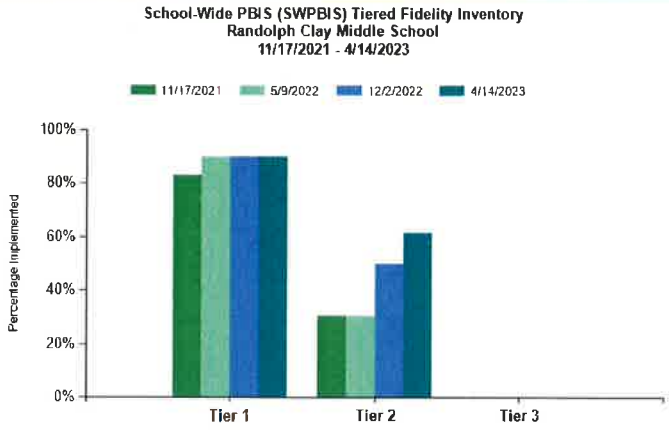
What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	**Perception Data: 1) SEL (Social Emotional Learning) Surveys (RCMS and RCHS Fall 2022);** **2) PBIS Tiered Fidelity Index (all three schools)** **3) Professional Learning Survey(conducted by the Director of Professional Learning) Spring 2023;**  1) Have you set academic goals for yourself? Yes=80% No=20% 2) Have you set personal goals for Yourself? Yes=90% No=10% 3) Do you feel that there is a caring adult in the building to talk to if you have personal problems? Yes=64.4% No=35.6% 4) Do you feel that there is a caring adult in the building to talk to if you have problems with schoolwork? Yes=91.1% No=8.9% 5) Do you feel safe in the school building? Yes=71.4 No=28.6 6)Do you feel appropriate behavior is recognized and celebrated in your school? Yes=62.6% No=37.4% **PBIS** **Randolph County Elementary School**



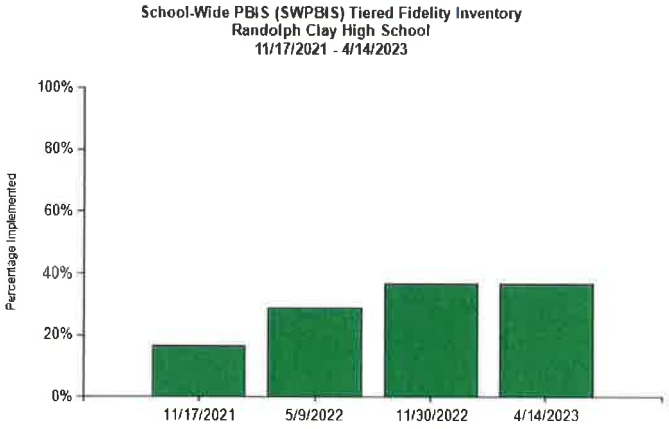


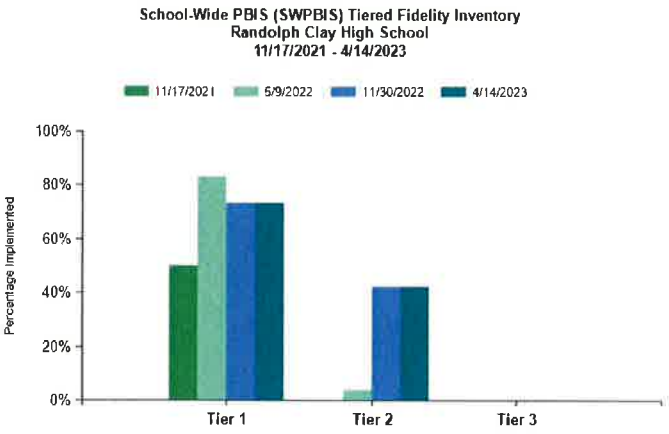
Randolph County Middle School





Randolph Clay High School





Professional Learning Survey -May 2023
28 Participants
RCES=12 Participants
Need More PL on the following topics:
-Classroom Mgmt

	-Differentiated Instruction -Data use with SpED Students; Teaching reading to SpEd Students -Science and Reading -Reading/ELA and Writing -School Counseling -Bookworms Curriculum -New Math Standards -Technology/Autism Responses: -We need support integrating and aligning ELA & Literacy in all science and SS with detailed pacing guides -RCES needs an in-house math coach -Need help with Differentiated Instruction; Content, Process, Product and Environment -Continue working with counseling facilitator; provided me with much support and information -Most PL this year was not geared towards K-2 -Need to work on science plans during the summer RCMS= 6 Participants Need More PL on the following topics: **-Math and ELA** **-ELA and STEM** **-Classroom Engagement** **-Creating Rigorous Assessments/Lessons in ELA/SS and Creating Small Groups based on Data** **-Google Classroom** **-5 E Method teaching Science** **-Lesson Planning with content teachers** Responses: -Teachers need time to create lessons during the summer before pre-planning -Need more PL days built in throughout the year RCHS=10 Participants Need More PL on the following topics: -Desmos -Anything related to IEP's -Technology/Learning Targets/Powerschool -Learning Targets/Success Criteria/ Powerschool (4 responsed the same) -Powerschool and Boardworks -Artificial Intelligence in the Classroom -How Media Center should be used Responses: -More PL for Counselors -Bridge Law Best Practices -More PL for non-core/academic classes

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	SEL (Social Emotional Learning) Surveys (RCMS and RCHS Fall 2022) -It seems that the majority of students have set both academic and personal goals for themselves, which is a good sign that they plan to graduate and aspire to live successful and productive lives -Although approx. 65% of students say that they have an adult in the building that they can talk to about personal problems, there are 35% of students who say they don't. More needs to be done at all levels to address the social-emotional wellness component. Counselors and school climate specialist were made aware of this. The percentage is much higher with more than 90% saying that if they are having problems with schoolwork, there is an adult to talk to. -Almost 30% of our students reported they do not feel safe in the school building. A deeper dive will be conducted to see if we can determine in what ways do these students feel unsafe. Immediate attention will be given to this concern. -While 63% of students feel that appropriate behavior is recognized and celebrated, approx. 38% don't. More effort will be placed on finding new and creative ways to celebrate and highlight appropriate behavior. This information was shared with PBIS teams and climate specialist. PBIS Tiered Fidelity Index (all three schools) -According to the TFI's across the board, it seems that incremental changes are happening at each school. There are alot of positives happening in all the schools surrounding PBIS, but more focus needs to be placed on consistency. The tenets of PBIS are being practiced, but to make it pervasive more PL and monitoring needs to be done. **Professional Learning Survey** -Teachers want more content PL -Secondary teachers want to know more about Learning Targets/Success Criteria -Tachers want to know more about how to maximize and master PowerSchool -Non-academic and beyond the core teachers want more PL -General ed teachers want to know more about sped and IEP's -Must be careful not to make bulk of PL opportunities only 3-8. Don't forget early childhood

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Collaborative Planning, Lesson Planning, School Improvement Plans, PLC/DDI, Assessments/benchmarks, Professional learning evaluation, Surveys, Communication with parents and families, MTSS Handbook.

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	Many improvements have been made throughout the district with process data. However, in reviewing our process data ,we still see that there needs to be more uniformity and consistency throughout the district as it relates to the following: Attendance Support Teams, Lesson Plans, Collaborative Planning protocols, and overall Data Analysis Documents. We continue to see different schools using different formats, documents, templates, etc. The district has restructured and revised many procedures and processes to bring consistency and uniformity , but more work needs to be done. We also need a more detailed district assessment calendar. The schools currently operate with three School Improvement Plans required by the Georgia Department of Education and a 5-Year Strategic Plan. In order to be consistent with the schools and to include more measurable action steps and goals, district leadership decided to continue using a traditional District Improvement Plan using GaDOE's framework. Program evaluation occurs through governmental requirements in funding. Transitioning to the District Improvement Plan, presents the opportunity to outline the methods to assess programs and processes in human resources, safety, special education, curriculum, finances, Multi-tiered Systems of Support (MTSS,) PBIS, and other areas within the system. These specific processes will then be supported by evidence and data to promote program fidelity.

What achievement data did you use?	Acadience Data GMAS Assessment Data from FY23

What does your achievement data tell you?	**RCES Summary Achievement Data** **K-2 (Acadience Data)** **Kindergarten** **Reading** 78% of kindergarten students are on or above grade level. The monitored measures are letter naming fluency (LNF) and correct letter sounds (CLS). Once a child has confidently mastered letter sounds and the alphabet, they've taken the first step toward literacy, vocabulary, language development, and more. (Acadience Data) **Math** 39% of kindergarten students are on or above grade level. The domain displaying the largest gain is numbers and operations, while the domain strands displaying the least amount of growth are operations and algebraic thinking. (NWEA Map) **1st Grade** **Reading** 65% of first-grade students are on or above grade level in whole words read. This translates to 65% of our first-grade students can read CVC, also known as closed syllable words. The closed syllable is the most common spelling unit in English; it accounts for just under**50 percent**of the syllables in running text. **Math**

72% of first-grade students are on or above grade level. The domain displaying the largest gain is numer and operations, while the domain strands displaying the least amount of growth are operations and algebraic thinking, geometry, and measurement/data. (NWEA Map) Students in all grade levels must participate in more task-based learning activities.

2nd Grade

Reading

59% of second graders are on or above grade level. When they entered into 2nd grade 35% were on or above grade level. The growth that we are observing is a result of the implementation of the DI boxes. The reading deficit was identified and the students started receiving the instruction they needed to move them forward in the reading progression. This grade level maintained and did begin moving the pendulum forward even as the goals increased each benchmark. Kudos to our 2nd grade teacher and students.

Math

48% of second grade students are on or above grade level. The domain displaying the largest gain is measurement and data, while the domain strand displaying the least amount of growth in operations and algebraic thinking (NWEA Map). Students in all grade levels must participate in more task-based learning activities.

GMAS

3rd ELA	**2022 Overall**	**2023**	**4th**	**2022 Overall**	**2023**	**5th**	**2022**	**2023**
Beginning	64	60	Beginning	63	58	Beginning	62	38
Developing	23	22	Developing	23	32	Developing	33	43
Proficient	9	13	Proficient	15	6	Proficient	5	19
Distinguished	4	5	Distinguished	0	4.	Distinguished	0	0

3rd Math	**2022 Overall**	2023	**4th**	**2022 Overall**	**2023**	**5th**	**2022 Overall**	**2023**
Beginning	26%	26	Beginning	47%	27	Beginning	55%	25
Developing	54%	44	Developing	35%	47	Developing	31%	42
Proficient	16%	25	Proficient	18%	19	Proficient	14%	20
Distinguished	4%	5	Distinguished	0%	7	Distinguished	0%	13

Randolph County Elementary School students achieved growth in all content areas on the spring Georgia Milestone Assessment grades 3-5. There was a significant decrease in the percentage of beginning learners in ELA, Math and Science.

-ELA decreased beginning learners 9.8%

-Math decreased beginning learners 14%

-Science deceased beginning learners 20%

The decrease in beginning learners has yielded double digit growth among students approaching grade level proficiency, at proficiency and exceeding grade level achievement

bands established by the state.
Students scoring at the highest achievement level,(**distinguished**)has doubled compared to spring 2022 state assessment scores.
Grade level content mastery improved in all content areas
-ELA improvement 26% - 33% 50% of 3rd -5th grade ELA students scored developing or higher
-Math improvement 38% - 56% 73% of 3rd - 5th grade math students scored developing or higher
-Science improvement 16% - 37% 51% of 5th grade science students scored developing or higher (highest mastery 5 yr trend)
Overall 5th grade students achieved the highest growth in al content areas significantly closing the achievement gap experienced by the global pandemic

RCMS

6th-ELA	**2022 Overall**	2023	**7th**	**2022 Overall**	2023	**8th**	**2022 Overall**	2023
Beginning	52%	49	Beginning	40%	45	Beginning	39%	21
Developing	20%	39	Developing	40%	37	Developing	45%	54
Proficient	28%	10	Proficient	20%	15	Proficient	16%	23
Distinguished	0%	2	Distinguished	0%	3	Distinguished	0%	2

6th Math	**2022 Overall**	2023	**7th**	**2022 Overall**	2023	**8th**	**2022 Overall**	2023
Beginning	43%	36	Beginning	35%	36	Beginning	55%	38
Developing	34%	57	Developing	49%	41	Developing	45%	29
Proficient	19%	7	Proficient	14%	18	Proficient	0%	29
Distinguished	5%	0	Distinguished	2%	5	Distinguished	0%	4

Randolph County Middle School has showed steady progress in student achievement over the last 4 years. As reflected in the spring 2023 Georgia Milestones End of Grade Assessment, English Language Arts has increase content mastery from 38.35 (in 2022) to 42 (in 2023). Mathematics content mastery increase overall from 36.48 (in 2022) to 44 (in 2023). Science had a sizable growth in content mastery, from 10.82 (in 2022) to 31 (in 2023). However, the most significant growth in all content areas was made in Social Studies, from 21.62 (in 2022) to 48 (in 2023). RCMS also increased content mastery in all content areas on the Spring administration of the Georgia Milestones End of Grade Assessment.
Overall, Randolph County Middle School met their school improvement goals to increase in each content by at least 5%. In fact, there was significant growth in most areas. Randolph County Middle School made several changes in instructional practices this year and they

have proved to be impactful. They attribute their growth to: 1) Restructuring the Collaborative Planning process, and 2) Increased our engagement with external partners like Chatt-Flint RESA, Georgia Department of Education content experts and our external content facilitators. These partners conducted professional learning, modeled classroom lessons, observed and provided feedback to our teachers and administrators.

RCHS

American Literature	**2022**	2023	**Biology**	**2022**	2023	US History	2022	2023	Algebra I	2022	2023
Beginning	50%	41	Beginning	54%	45	Beginning	70%	62	Beginning	82%	82
Developing	33%	44	Developing	23%	38	Developing	23%	31	Developing	18%	16
Proficient	17%	15	Proficient	22%	17	Proficient	7%	7	Proficient	0%	2
Distinguished	0%	0	Distinguished	1%	0	Distinguished	0%	0	Distinguished	0%	0

RCHS decreased the number of beginning learners in all areas, but one. Algebra I continues to be a challenge area. The 2023 GMAS data reveals an increase in Developing Learners in some areas, but show a slight decrease in proficient/ distinguished students in those same areas. The 2022 data was higher in content mastery due to level of Proficient and Distinguished Learners. The performance in American Literature showed an increase of 9% in Developing and Above with a 2% decrease in proficient learners. Biology performance showed an increase of 9% for Developing and Above but a decrease of 5% in proficient. U.S. History data revealed a gain of 8% in Developing and Above along with no change in proficient learners. Algebra showed a change only in the proficient learners. Again, due to these slight decreases of the proficient learners and distinguished learners in three areas, a decrease in content mastery resulted.

In an effort to increase proficient learners, RCHS will continue to work with facilitators and external partners to increase content mastery. The school is confident that having a strong and knowledgeable math coach on staff will make a positive impact on math performance. Collaborative planning and professional learning will be strengthened and monitored with feedback. Assessments will continue to be administered through diagnostics, formative assessments, and summative assessments.

What demographic data did you use?

Student demographic data outlining race, gender, program participation (gifted, special education, migrant, ESOL) attendance, and discipline was used to identify strengths, weaknesses, and areas of concern. Randolph County School System participates in CEP and all students are classified as "Economically Disadvantaged."

Attendance Rate Data by Year

Year	Elementary	Middle	High
22-23	95.40	92.65	93.97
21-22	92.12	94.47	90.95
20-21	94.59	92.73	92.82

Discipline Data by Year (FY22 and FY23)
Randolph County Elementary
2021-22
Total # of Students with 0-1 State Reportable ODRs--342
Total % of Students with 0-1 State Reportable ODRs—98.56

2022-23
Total # of Students with 0-1 State Reportable ODRs --242
Total % of Students with 0-1 State Reportable ODRs—97%

Randolph County Middle
2021-22
Total # of Students with 0-1 State Reportable ODRs--140
Total % of Students with 0-1 State Reportable ODRs—92.72%

2022-23
Total # of Students with 0-1 State Reportable ODRs --144
Total % of Students with 0-1 State Reportable ODRs—100%

Randolph Clay High
2021-22
Total # of Students with 0-1 State Reportable ODRs--231
Total % of Students with 0-1 State Reportable ODRs—89.16%

2022-23
Total # of Students with 0-1 State Reportable ODRs --172
Total % of Students with 0-1 State Reportable ODRs—73%

What does the demographic data tell you?	The demographic data on attendance shows slight increases in both the elementary and high schools, and a slight decrease in the middle school's attendance rate. This is not particularly alarming, but it does cause us to ensure that processes and protocols are in place to closely monitor attendance at every level. The discipline shows a slight decrease in ODRs from FY 22 to FY23 in both the elementary and the high school for the year. Individual SWIS reports at all schools however show that PBIS is having a positive impact on school culture throughout the district. The LEA has no students identified as gifted, ESOL, or Migrant. The special education population in the district is approximately 9 %. The racial/ethnicity makeup of students in the district is 97% Black and 3% Other. One hundred percent (100%) of the students in the Randolph County School District receive free lunch. Over a six-year period, the district's enrollment has declined from 1032 in FY 17 to 723 in FY 23.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	In alignment with Georgia Standards of Excellence, RCSS provides a variety of resources to be used for instruction and assessment. The district made major structural and administrative changes to address the achievement gaps at all levels. Under the guidance of our Director of Professional Learning & Curriculum, a district-level PLC (called DDI Team=data driven instruction) was instituted. This group meets monthly and guides the work that is being done in professional learning, instructional planning, and data analysis at the school and district levels. There is an emphasis on the Systems of Continuous Improvement and the instructional framework (Adapted from Bambrick-Santoyo's Driven by Data) as the focus for all instruction. The instructional framework is called "The Ripple Effect". The graphic is organized into 7 parts: Unit & Lesson Planning, Delivery of Instruction, Formative Assessments, Interim Assessments, Summative Assessments, Data Analysis and Follow-up. This framework guides our work throughout the district. Data sources are used to progress monitor and determine areas in need of remediation, acceleration, and intervention. In addition to the input collected for the CNA, surveys are administered throughout the year to teachers, leaders, and support staff to assist with determining areas of need. In addition, formal and informal observation data are used to determine professional learning needs of teachers and administrators. Student needs are identified through a variety of ways including climate surveys, health surveys, and formative/summative assessments at the classroom, district and state levels. Our primary goal remains ensuring that quality Tier I instruction is being implemented with fidelity throughout the district. At all levels these areas are our focus in the schools: Creating an academically challenging learning environment, Differentiating instruction to meet specific learning needs of students, Establishing a learning environment that empowers students to actively monitor their own progress, implementing grading practices that provide an accurate indication of student progress on the required standards, ensuring curriculum aligns with assessment, and providing timely, systematic, data-driven interventions. Because we have several new and inexperienced teachers (and will have even more in 23-24), effective coaching cycles will need to be implemented at all levels where appropriate. For the first time in years, the district has both ELS/Literacy Coaches and Math Coaches at the primary and secondary levels. We are certain that teacher practice will be positively impacted by this instructional support.

Strengths and Challenges Based on Trends and Patterns

Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	We have school leadership teams at every level as well as a district leadership team. In FY 22, we instituted a district level PLC (professional learning community), called DDI. The work of the PLC surrounds best-practices highlighted in books, Data-Driven Instruction and Leverage Leadership. District level and school administrators have established open lines of communication and school leaders do feel supported by the Superintendent and the Assistant Superintendent. The Director of Professional Learning guides and coordinates all professional learning needs as identified through focus walks, TKES and needs assessments. This support has proven beneficial because teachers are able to get timely PL, along with ongoing support. Because we have restructured in major ways to include providing MTSS Coordinators/school improvement specialists at each school, our challenge remains ensuring that roles and responsibilities are clearly defined for all stakeholders. Because we are a small district, and people have multiple titles and assignments, it often is difficult to know who is responsible for what. Ensuring that process, protocols and procedures are developed and communicated in a pervasive way is also a challenge for district and school leaders. This is a focus area for the district and we are working hard to clarify and communicate systemic procedures/processes to be practiced throughout the district. The culture is shifting around this effort, but there is still much work to be done.

Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The district remains Operational in the area of Professional Capacity. In the past few years, the data consistently showed a need for more sustained, on-going job-embedded professional learning at all levels across the district. The recently hired Director of Professional Learning and Curriculum has done an effective job coordinating and facilitating quality professional learning throughout the district. The director works closely with principals, MTSS coordinators, academic coaches and leadership teams to plan, organize, and create a climate of professional practices and learning according to specific needs of staff. In the area of instructional support for teachers, content facilitators are still contracted to work directly with their job-alike content teacher in all schools. These experts work directly with teachers in unit and lesson planning, assessment development and improving teacher practice. Challenges in this area continue to be evaluating the effectiveness of professional learning and monitoring the implementation of various best practices. For the first time in years, the district has both ELS/Literacy Coaches and Math Coaches at the primary and secondary levels. We are certain that teacher practice will be positively impacted by this instructional support.

Strengths and Challenges Based on Trends and Patterns

Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	In all RCSS schools, there are many opportunities for family and community engagement throughout the year. Community meetings are held throughout the year to discuss issues that are important to stakeholders. Ongoing opportunities are made available monthly for stakeholder input through Local School Governance Teams that are present in every school building. The LSGT serves as a liaison for the community and school, and helps the community get a better understanding of the status of each school. The district works with community members through participation and partnership with: Randolph County Family Connection, Andrew College, Albany Technical College, Randolph County Chamber of Commerce, and 4H Leadership initiative. As it has in years past, the initiative that has had the greatest impact on stakeholder engagement is the Learning, Living & Leading in Georgia (L4GA) activities and partnerships. For the second time, the district was awarded this competitive grant in 2021. As with most rural and low-socioeconomic counties, literacy is an area of weakness (for both adults and children). These grant funds allowed the district to hold many engaging and fun activities through programs that promote literacy, while strengthening the school/family/community connection. L4GA partnerships help to establish reading goals and initiatives annually with a common purpose of improving literacy rates in the community. In FY 22, the district put a Literacy Bus on the road throughout the community and the students and parents still love it. The district 's School Climate Specialist (who work alongside our district Parent Engagement Coordinator and our Communities In Schools Site Coordinator) also initiated a monthly District Digest. This newsletter celebrates and highlights all events and activities that have happened and our upcoming in the schools in the district. The paper shares resources, and other helpful information as well. The digest is both digital and has paper copies at each school and in designated locations thoughout the community.

Supportive Learning Environment:Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	RCSS offers a variety of supports district-wide. Strong leadership, data-driven decision making, and the availability of interventions and resources are components that strengthen a supportive learning environment. The district is in its 6thyear of PBIS implementation. But it remains a fact that strengthening PBIS and the MTSS process at each school will further strengthen our supportive learning environment. The district now has three MTSS Coordinators/school improvement specialists (one per school) to address the district-wide concerns related to at-risk learners. We intitially had two coordinators (primary and secondary), but it was clear that the high school needed more targeted support. The MTSS Coordinators provide instructional leadership in curriculum, assessment, and professional development for all schools. They will work in collaboration with schools and district to implement high priority reading, math, and behavioral interventions in the schools. The MTSS process is in place at all schools to address individual learners' needs. The quality of work done around data analysis in collaborative team meetings, leadership team meetings and in individual classrooms is greatly

Strengths and Challenges Based on Trends and Patterns

	improved but needs more attention at the secondary level. Particularly with the bi-monthly CIT (Continuous Improvement Team) meetings in place, data analysis is proving more solid and effective throughout the district. Still more work is needed, but we are showed marked improvement. The MTSS process is used to move students through the tiers of intervention to provide appropriate standards-based instruction and intervention services for students based on needs. Although there has been growth in this area over the past two years, much is needed to develop a culture of data-driven instruction. The district is also committed to ensuring that wraparound services are in place and accessible throughout the district. The district hired a School Climate Specialist in FY23 to address social emotional learning and other non-academic student needs. The climate specialist facilitated a new SEL curriculum, Move This World, in all schools, but is experiencing a few challenges with buy-in and implementation. All schools and the district have identified a climate goal in their SIPs. RCSS will continue to build a positive culture and climate throughout the district.
Demographic and Financial:Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The Randolph County School District is located in a rural southwest Georgia community in Randolph County. The county consists of Cuthbert (county seat), Shellman, Benevolence, and Coleman. The school district also serves high school students from neighboring Clay County. The estimated population of Randolph County is approximately 6,425 according to the 2020 Census data. This is down from 7,719 reported in the 2010 Census. Randolph County is the fifth poorest county in Georgia ranking 155 out of the 159 counties. Based on that same Census data, the median household income reported was $29,800. In accordance with the decline in the overall population of the county, the school district has also experienced a sharp decline in enrollment over the past ten years. There are two charter schools within a 15-mile radius of the district, which has greatly contributed to this decline in enrollment. Due to the location and demographics, it is difficult to recruit teachers who are not from this area. Due to the limited business sector and weak economic development, it is a challenge to find teachers that want to move to this community, even though we offer a sizable signing bonus. Because of the limited number of businesses in the community, it is also a challenge to offer the programs needed to expose our students to different work environments. In addition, there are limited opportunities in the community for students to participate in certain fine arts and quality recreational activities without having to pay to participate. The high poverty rate in the district makes this difficult for most of our students. As we do hire new teachers, however, it is important that we provide them the support and resources they need to be successful. We can set them up for

Strengths and Challenges Based on Trends and Patterns

	success during their induction phase, which will hopefully increase the likelihood of them staying in Randolph County.

Student Achievement:Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The GMAS 2023 results show positive shifts in developing and proficient learners in both the elementary and middle school levels . . Both ELA and Math showed significant growth in grades 3-8. The elementary school experienced the most significant gains in all areas and appears to be recovering from learning loss suffered during the pandemic. The district remains committed to a significant reduction in the number of students who perform at the beginning learner level and significant increases in the number of students who perform at the developing, proficient and distinguished levels in future GMAS testing. The high school tested in four areas on GMAS. In 3 of the 4 areas, the school saw slight gains or no loss. Algebra I remains the area that is most challenging. In Algebra, although the number of beginning learners virtually remained the same, the performance is extremely low and insufficient. Because this consistent low performance was seen in two different populations of students, the problem is clearly with the quality of instruction. The district recently hired a secondary math coach to provide targeted job-embedded professional learning and coaching in the area of Algebra. The district is continuing to use a Multi-Tiered Systems of Supports (MTSS) using the following to address learning opportunity loss: Credit Recovery, interventions such as summer learning programs, small group instruction, direct instruction using the curriculum framework centered around PBO's (performance-based objectives), school-based tutoring, formative and summative assessments through a variety of programs and platforms. In addition, the district is providing teachers with summer opportunities for professional learning that allows them to be ready to address the needs of students and families as we enter the 2023-24 school year.

IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Strengths	The Randolph County Special Education Department has a long-standing history of delivering a full continuum of services and programs to students. The department provides appropriate programs and services by facilitating collaborative efforts among parents, teachers, students, administrators, and

IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

	other support personnel. Levels of intervention are based on student need and are determined by the IEP team. The department also provides tutoring services for many students who require academic skill maintenance throughout the summer. Individualized goals and objectives are selected by the IEP team and materials are provided by Special Education teachers to provide consistency. Specific hours are determined by the IEP team based on student needs. The department has written policies and procedures to facilitate compliance with federal laws and regulations. Teachers are trained on understanding the impact being disabled impacts learning. Teachers receive professional learning and instructional support for the full implementation of IEPs. Barriers have been eliminated that prevent SWD from accessing available supports. We have enough staff to support SWD in all segments and we have Co- teaching classes set up throughout the building. The Department/District does not demonstrate significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. The percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities is at**96.46%; 7.86% higher than the state rate of 88.6%. 100%**of students are evaluated within 60 days of receiving parental consent for initial evaluation. SWD are inside the regular class 80% or more of the day. 80% of students with IEPs graduating from high school with a regular diploma; 4-year adjusted cohort rate.

Challenges	Due to the location and demographics of our rural community, it is difficult to recruit teachers who are not from this area, especially certified special education teachers. A significant achievement gap exists between students with disabilities and the other subgroup. In addition, the district has limited post-secondary opportunities for students with disabilities.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	• Academic Specialists to support schools • Class size reduction Teacher • Paraprofessionals in early learning classrooms • Parent and Community Engagement Coordinator • Funds for extended learning opportunities (afterschool tutorials, summer school) • Intervention Programs and Software • Electronic devices, tablets and desktops (for labs) • Intervention Teachers (select school sites) • Targeted and sustained Professional Learning

Challenges	• Engaging all stakeholders in an effort to increase student achievement • Monitoring all programs, services and interventions with fidelity • Coordinating and communicating actions and expected outcomes for instructional support

Title I, Part A - Foster Care

Strengths	RCSS has updated the Foster Care Transportation Plan. The Parent and Community Engagement Coordinator also serves as the Foster Care Point of Contact. She will work with DFACS and the transportation director to coordinate services when the need arises.

Challenges	None

Title I, Part A - Parent and Family Engagement

Strengths	Through Federal funding, the RCSS employs a full-time Parent and Family Engagement Coordinator. The coordinator grew up in this community and has a great rapport with parents, community members, school administrators and staff. Many parent involvement activities and workshops are offered throughout the year. Most activities highlight or involve students, so attendance is generally really good. One activity that has been particularly successful this year has been holding "parent nights" at the high school where parents actually participate in the audit of credits with their child. The coordinator is also a member of the local school governance team and uses that platform to engage with parents and the community on a regular basis.

Challenges	Many parents do not like to attend activities that are located at the middle or high school because it causes them to drive 14 miles out of town. Whenever possible, the coordinator holds events at the district office or elementary school. Another challenging area is community and parent/family stakeholder input in the development/revision of documents.

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	RCSS works well with the MEP Consortium to provide services to migratory children and youth. The district does not have any migrant students at this time.

Challenges	None

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	LEA does not receive Title I, Part D funds at this time. Also there are no N & D facilities in our area.

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Challenges	N/A

Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY24 Title II, Part A funds."

Strengths	100% transfer of FY24 Title II, Part A funds

Challenges	100% transfer of FY24 Title II, Part A funds

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency.• If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).
• If the LEA receives Title III, Part A funds, describe the strengths and challenges of<u>both</u>the ESOL and Title III, Part A language instruction educational programs.

Strengths	The LEA has no EL or immigrant students at this time.

Challenges	N/A

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	There is a homeless set-aside in Title I. RCSS Parent and Family Engagement Coordinator also serves as the Homeless Liaison. The Homeless Liaison posts the required information regarding the conditions that may qualify a family for being classified as homeless and information is shared throughout the year at meetings and in newsletters. All employees receive training on homelessness at the beginning of each school year.

Challenges	N/A

Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY24 Title IV, Part A funds."

Strengths	Transfer 100% of FY24 Title IV, Part A

Challenges	Transfer 100% of FY24 Title IV, Part A

Title I,Part A - Equitable Access to Effective Educators

Strengths	RCSS strives to ensure that all students have equitable access to effective educators. The district reviews TKES, EOG/EOC, certification, attendance, and years of experience in determining teacher effectiveness. In addition, all schools use the same core curriculum. Since there is only one school per grade span, the educators we do employ are equitably placed.

Challenges	It is a challenge to recruit highly effective educators. Therefore, we must provide support in the way of bigger incentives, more robust mentoring and job-embedded professional learning to help struggling teachers become effective educators.

Title V, Part B - Rural Education

Strengths	For the past few years, RCSS has used Title V funds to support the After School Tutorial Program. In conjunction with other federal monies, this grant is used to compensate teachers and bus drivers for extended day and extended year activities. *100% Consolidated Funds

Challenges	None

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	Increase student proficiency in all content areas.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Literacy continues to be the primary focus. It is how we move "Developing Learners" to "Proficient Learners". By increasing overall literacy, there should be a positive impact on all content areas.

Overarching Need # 2

Overarching Need	Increase positive culture and climate throughout the district
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Research shows that a positive school climate contributes tohigher academic achievement and decreases the negative influence of low socioeconomicbackground and other risk factors. More consistency in implementation of PBIS is needed throughout the district.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Increase student proficiency in all content areas.

Root Cause # 1

Root Causes to be Addressed	In trying to adhere to pacing guides and curriculum demands, many teachers do not know how to effectively address learning gaps while teaching grade-level standards.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Students lack prerequisite skills needed to access grade-level curriculum; whether it is a reading deficiency or a lack of fundamentals in the area of math
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Overarching Need - Increase positive culture and climate throughout the district

Root Cause # 1

Root Causes to be Addressed	Inconsistent implementation of PBIS
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	The foundations and many facets of PBIS are not known; the science and fundamentals surrounding behavior should be revisited.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	